CLAY COUNTY DISTRICT SCHOOLS

Literacy in Clay

IN GOD WE TRUST
CLAY COUNTY
DISTRICT SCHOOLS
DISCOVERING ENDLESS POSSIBILITIES

Literacy in Clay County

Topics:

- The progression of literacy in Clay County
- Guiding factors in decision making
- Core literacy supports
- Strategic literacy supports

Literacy Team

CLAY COUNTY SCHOOL DISTRICT
Literacy Department

Heather Teto
Chief of Elementary Education

Melanie McIver,
Supervisor of Reading K-12, Early Literacy

Lorraine McDowell,
VPK Specialist

Dana Savoie,
Elementary ELA Specialist

Kelsey Ivey,
Elementary ELA Specialist (RAISE)

Rebecca Billiot,
Secondary ELA Specialist

Michelle Sado,
Secondary Intensive Reading Specialist

Cynthia Broadwell
Administrative Support

Literacy in Clay

Changes in the past several years

| 2021-2022	2022-2023	2023-2024	2024-2025
The creation of the Reading Department. **FL B.E.S.T. Standards Introduced:** **Adopted for K-2** **Training began for 3-12** **K-12 ELA Curriculum Adoption –SAVVAS** **FSA 3-6 Paper/pencil State Assessment** **FSA 7-10 FSA Computer-Based Assessment**	**FL B.E.S.T. Standards K-12 Full Implementation** **Monthly District Literacy Leadership Team Meetings** **K-3 Adoption of Phonics and Phonemic Awareness Supplemental Curriculum aligned to the Science of Reading** **Defined MTSS - We operate as a Multi-Tiered System of Support.**	**Literacy Team Updates:** Additions: Elementary Specialist - R.A.I.S.E. Schools Secondary Specialist - Intensive Reading Intervention Coach - Reading & Math **Implemented new curriculum RAISE** **-K-2 Fundations in 4 elementary schools** **- 7-10 Intensive Reading more diagnostic with screening and placement by student need.** **F.A.S.T. K-2 Updated scale scores to align with Levels 1-5 (November)** **F.A.S.T. 3-10 Computer-Adaptive Assessment information released in November; teacher and student slides created.** **Test Item Specifications released in November.**	K-5 Curriculum Guides Updated K-5 Implementation of Writing Instruction aligned to Reading Curriculum 3 Additional Schools Implementing Fundations Intensive Reading: Refine scope & sequence of courses to support the progression of skills

Literacy Decision Making

Florida's FORMULA FOR READING SUCCESS
6 + 4 + T1 + T2 + T3

6 COMPONENTS	4 TYPES OF ASSESSMENTS	T1 CORE	T2 INTERVENTION	T3 INTENSIVE INTERVENTION
Oral Language Development	Screening	Explicit	Explicit	Explicit
Phonological Awareness	Progress Monitoring	Systematic	Systematic	Systematic
Phonics	Diagnostic	Scaffolded	Small Group targeted instruction	Small Group and/or one-one instruction
Fluency	Summative	Differentiated	Multiple opportunities to practice targeted skill(s)	More guided practice
Vocabulary		Corrective feedback	Corrective feedback	Immediate corrective feedback
Comprehension		Content-Rich	Occurs in addition to Tier 1	Frequent progress monitoring
		Write in response to reading		Occurs in addition to Tier 1 and Tier 2
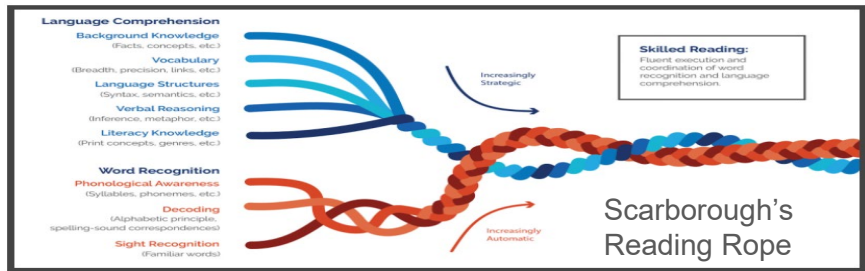
Standards-aligned; include accommodations for students with a disability, students with an Individual Educational Plan.

Scarborough's Reading Rope

Language Comprehension
- Background Knowledge (Facts, concepts, etc.)
- Vocabulary (Breadth, precision, links, etc.)
- Language Structures (Syntax, semantics, etc.)
- Verbal Reasoning (Inference, metaphor, etc.)
- Literacy Knowledge (Print concepts, genres, etc.)

Word Recognition
- Phonological Awareness (Syllables, phonemes, etc.)
- Decoding (Alphabetic principle, spelling-sound correspondences)
- Sight Recognition (Familiar words)

Increasingly Strategic

Increasingly Automatic

Skilled Reading: Fluent execution and coordination of word recognition and language comprehension.

Literacy Decision Making

6+4+T1+T2+T3

Structured Literacy

The "WHAT"

The "HOW"

Word Recognition
- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Language Comprehension
- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Integrated Language, Reading & Writing Instruction Supporting Automaticity, Fluency & Reading Proficiency

Direct & Systematic

Explicit
Sequential
Cumulative
Multimodal

Mastery Oriented

Data Driven
Targeted Prompt Feedback
Highly Interactive
Scaffolded

Intentionally Planned, Purposeful Instruction Decisions for Tasks and Text

Science of Reading

THE WHY

Scientific evidence from accumulated research on reading/writing acquisition prophecies the underlying basis for the content and principles of Structured Literacy

Current Curriculum K-4 Foundational Skills

F.1.2 `6+4+T1+T2+T3`

Phonological awareness -- readers need to be able to verbally manipulate the sounds (syllables, phonemes) in words
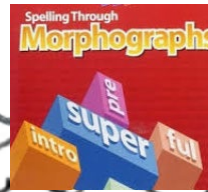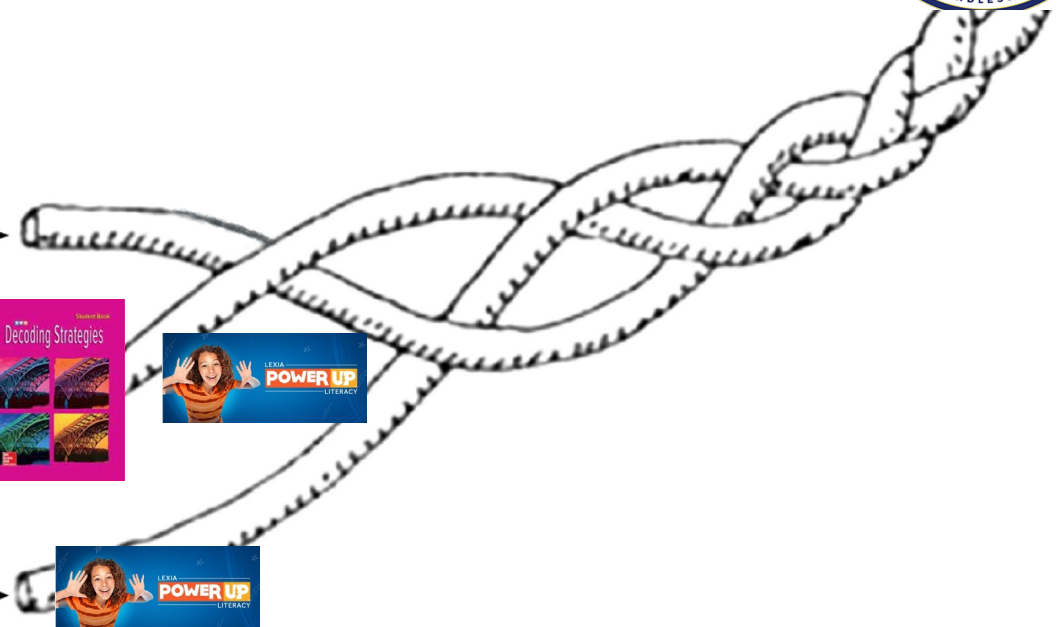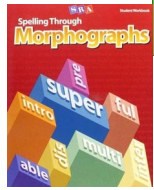
F.1.3 `6+4+T1+T2+T3`

Decoding -- readers need to be able to match letters to sounds, or graphemes to phonemes, in order to sound out and spell unfamiliar words

F.1.4 `6+4+T1+T2+T3`

Sight recognition -- eventually, readers need to recognize all words *as if* by sight

V 1.3
Background knowledge -- the more the reader knows about a topic, the easier it is for them to comprehend text on that topic
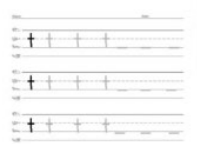
V1.1; 1.2; 1.3
Vocabulary knowledge -- readers need to comprehend the words in context

C2.1; C3.1
Language structures -- readers need knowledge of how the language works. For example, the sentence structure of a language

R3.1; R3.2;R3.4
Verbal reasoning -- readers need to make sense of metaphors and other non-literal language

R1.1; R2.1; R3.3; C1.1; C1.2; C1.3;C.14; C1.5
Literacy knowledge -- readers need background knowledge about the genre, text structures and basic print concepts

FTAAP & Genre Based Graphic Organizers

Current Curriculum 6-10 Foundational Skills

F.2.1

6+4+T1+T2+T3

Phonological awareness -- readers need to be able to verbally manipulate the sounds (syllables, phonemes) in words
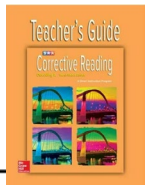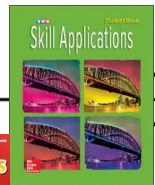
F.2.2

6+4+T1+T2+T3

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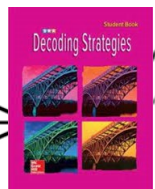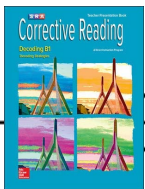
F.2.4

6+4+T1+T2+T3

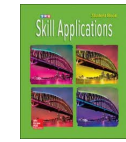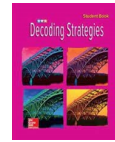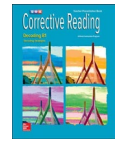*Sight recognition* -- eventually, readers need to recognize all words *as if* by sight

6+4+T1+T2+T3

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Vocabulary.com

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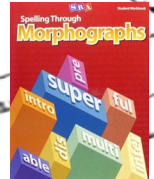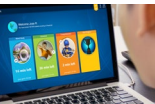
V1.1; 1.2; 1.3
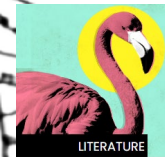*Vocabulary knowledge* -- readers need to comprehend the words in context

Vocabulary.com

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R1.1; R2.1; R3.3; C1.1; C1.2; C1.3;C.14; C1.5
Literacy knowledge -- readers need background knowledge about the genre, text structures and basic print concepts

Vocabulary.com

Corrective Reading Decoding B1

Decoding Strategies

Skill Applications

Spelling Through Morphographs

LEXIA POWER UP LITERACY

myPerspectives ELA Florida English III

myPerspectives ELA Florida English II

myPerspectives ELA Florida Grade 6

Literacy Professional Learning

Required by Florida Statute(s) or Administrative Code

Reading 40 (6A.6053 F.A.C)

Reading Endorsement Florida Statute 1008.25

District Professional Learning Grade Level Cohorts

Micro-Credential

LETRS

LET'S LIGHT UP LITERACY
VOLUNTARY SUMMER PROFESSIONAL LEARNING
SUMMER 2024
239 TEACHERS
15 TOPICS ACROSS K-12

Literacy Family Supports

Family Literacy Nights

Read At Home Plan

New Worlds Reading

Tier 1 Literacy Supports

Tier 3

Tier 2

Tier 1

Intensive Support

Strategic Support

Differentiated Core
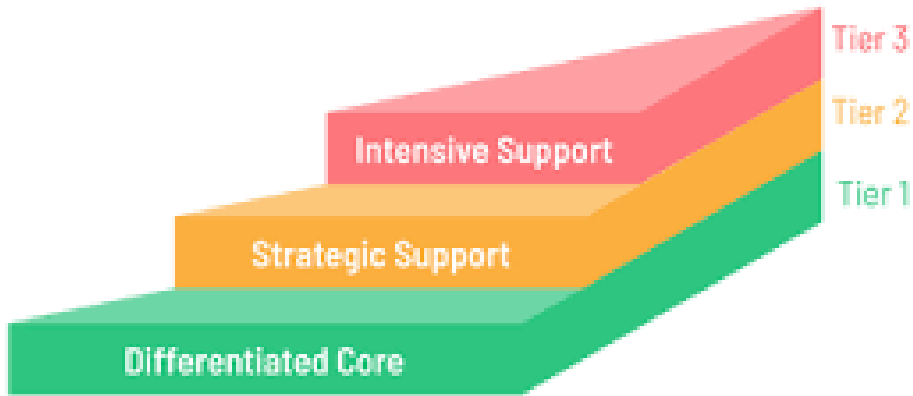
6+4+T1+T2+T3

T1
CORE

Explicit

Systematic

Scaffolded

Differentiated

Corrective feedback

Content-Rich

Write in response to reading

VPK

19 Elementary Schools

5 High Schools

32 Teachers

51 Assistants

Standards

Domains

New Curriculum -
Frog Street Pre-K
Funded through a grant
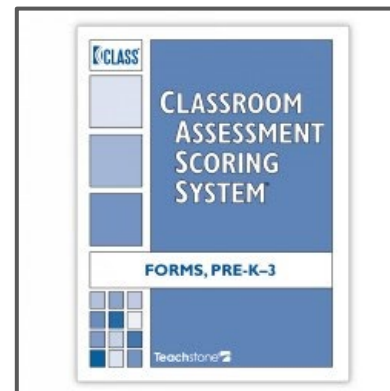
CLASS Observation

Lorraine McDowell,
VPK Specialist

VPK Frog Street

"Tell me, and I forget. Teach me, and I remember, Involve me, and I learn." - Benjamin Franklin

ABC · Creativity Station · Language and Literacy · Gross Motor · Library and Listening · Fine Motor

Writer's Corner · Math · Construction · Science · Pretend and Learn · Sensory

Core Practice Centers

Community Workers

Parent Weekly Letter

VPK - Data

FAST Star Early Literacy Data-23-24
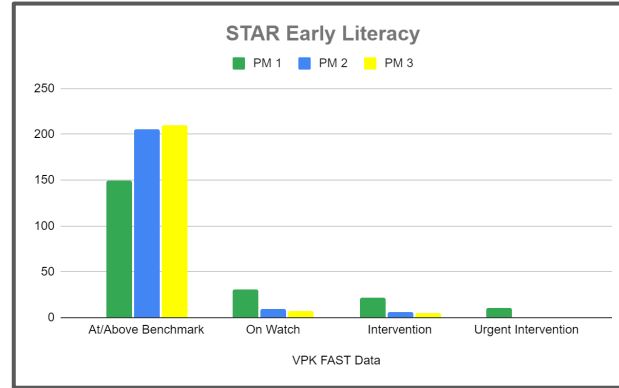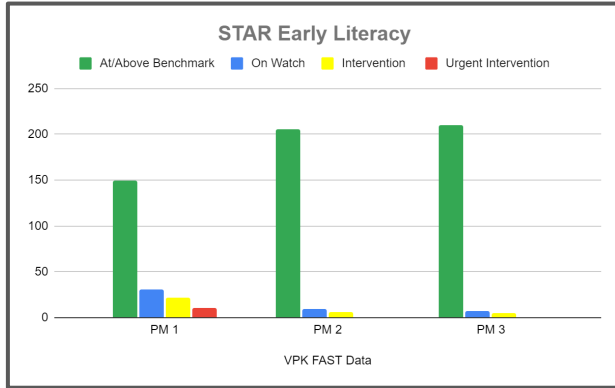
STAR Testing	At/Above Benchmark	On Watch	Intervention	Urgent Intervention	
PM 1	149	31	22	11	← Beginning of Year
PM 2	206	9	6	1	
PM 3	210	7	5	0	← End of Year

K-5 Elementary Support Team

3 Coaches

28 Schools

932 Teachers

Dana Savoie,
Elementary ELA Specialist

Janett Carter,
Elementary ELA Coach

Heather Pressler,
Elementary ELA Coach

Sharyse Tutler,
Elementary ELA Coach

K-5 Elementary Support Team

Elementary ELA Priorities

E — **ENGAGE:** Intentionally creating experiences for learning with teachers, peers, and text.

L — **LEVERAGE:** Lifting student achievement through intentionally planned instructional practices that are aligned to the Science of Reading with targeted supports for all subgroups.

A — **ALIGN:** Intentionally planning meaningful cross-curricular tasks aligned to grade-level benchmarks.

2024-2025

LEADING WITH INTENTION

ONE TEAM — ONE GOAL — ONE CLAY

K-5 Updated Curriculum Guide Resources
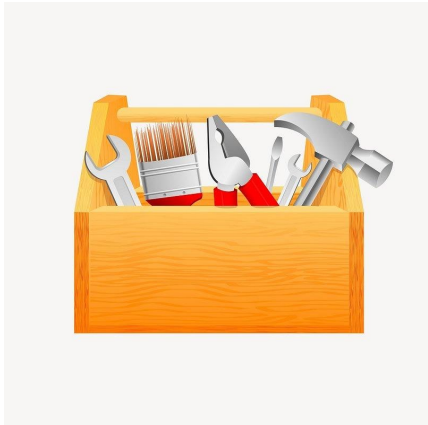
1st Grade Week of September 3, 2024 (4 days) — Q1

Benchmarks			Whole Group					
Science	Social Studies	ELA	Anchor Instructional Text	Anchor Chart & FTAAP	Assessment	Vocabulary	Conventions/ Word Study	Writing
Onward We Go (Practice of Science) SC.1.N.1.1 SC.1.N.1.2 SC.1.N.1.3 SC.1.N.1.4	Citizenship: Making Decisions Together/ Voting SS.1.CG.2.1 SS.1.CG.3.2	ELA.1.R.3.3- Compare and contrast two texts on the same topic.	SAVVAS Garden Party/ Click, Clack, Click! Unit 1 Week 4	Compare and Contrast FTAAP	Week 4 Progress Check Up	help plant join meet	FPtoR Double Final Consonants (dd, ll, zz)	Narrative

Content Core		Additional Resources		
Science	Social Studies Text	Authentic/BEST Texts	Lexia/ GAP Lessons	FCRR - Comprehension
McGraw Hill Science Chapter 1, Lesson 1 *Onward We Go* Pgs 3-22	MH Chapter 1 Lesson 4	*The Three Little Pigs* by James Halliwell-Phillipps (BEST Text) *The Three Little Wolves and The Big Bad Pig* by Eugene Trivizas	Compare and Contrast Narrative Text	Narrative Text Structure: Hoop A Stoop Venn Diagram

K-5 Updated Curriculum Guide Highlights

- "One stop shop" for teachers to locate instructional resources

2nd Grade Elementary ELA Resources

Benchmarks
- ELA B.E.S.T Standards
- B.E.S.T Standard-Based Question Stems
- Depth of Knowledge Leveled Questions
- 2nd Grade Reading Snapshot Cards
- 2nd Grade Anchor Charts

Intervention
- 2024-2025 Reading Decision Trees
- ELA Tier 1 Instructional Guide
- ELA Tier 2 Instructional Guide
- Acadience Data Decision Tree

Assessment & Data
- Lexia Scope and Sequence
- Tier 1 Diagnostic Assessments
- Acadience
- Acadience Training
- Data Overview

Supports
- English Language Development (ELD)
- Standards for ELL Students in the ELA Classroom
- Heggerty Hand Motion Videos
- Heggerty Backpack
- From Phonics to Reading Backpack
- Nearpod Backpack

Writing
- Argumentative Writing Rubric
- Expository Writing Rubric
- 2nd Grade Writing Snapshot Cards

Additional Resources
- One Clay Vision
- 2nd Grade Google Classroom
- Total Participation Techniques
- How to Read Big Words
- Blank Focus Charts

MAIN STORY ELEMENTS

ELA.2.R.1.1
Identify plot structure and describe main story elements in a literary text.

Characters
People and animals in a story

Setting
When and where the story takes place

Characters have:
traits

feelings

behaviors

Plot
The most important events in order.

1. beginning
2. middle
3. end

BENCHMARK

ELA.2.R.1.1- Identify plot structure and describe main story elements in a literary text.

LEARNING TARGET

I can describe the story's characters and setting.

SUCCESS CRITERIA

I know I have it when....

☐ I can define "character", "setting", and "plot".

☐ I can identify the setting(s) of a story.

☐ I can identify character(s) in the story and describe their feelings.

☐ I can describe a character's traits and behaviors.

☐ I can identify events in a story and list them in order.

K-5 Updated Curriculum Guide Highlights

Week	Phonemic Awareness	Phonics			Decodables			Additional Resources for Small Group		
	Heggerty	**From Phonics to Reading**	**From Phonics to Reading**	**FPtoR High Frequency Words**	**Lexia**	**Lexia Decodable Companions**	**Clay Decodables**	**Lexia**	**FCRR Activities**	**NearPod**
8/13	Rituals & Routines									
8/19	Unit 1 Week 1 Pgs 2-3	Pgs 9 - 22 / Fluency Check Lesson 1	**Unit 1** / **Lesson 1** / Short a	the, like, play, my	Short a- (A Tan Cat) Decodable	Short a (A Tan Cat) Decodable Companion	Short /a/ pgs 2-13 + Just Right Reader Set 6	Short Vowel /a/ Lexia Fluency: pg3		"The Letter A Song"
8/26	Unit 1 Week 2 Pgs 4-6	Pgs 23 - 36 / Fluency Check Lesson 2	**Lesson 2** Short i	what, to, do, this	Fix-It Kit (short i)	Fix-It Kit (short i)	Short /i/ pgs 14-19 + Just Right Reader Set 7	Short /i/ Lexia Fluency: page 5		Short i
9/3	Unit 1 Week 3 Pgs 7- 9	Pgs 37 - 50 / Fluency Check Lesson 3	**Lesson 3** Short o	and, stop, see, jump	A Fox (short o)	A Fox (Short o)	Short /o/ pgs 20-27 + Just Right Reader Set 8	Short Vowel /o/ Lexia Fl pg 7	Vowel Stars Fold down corners of the star not yet taught	
9/9	Unit 1 Week 4 10 - 12	Pgs 51 - 64 / Fluency Check Lesson 4	**Lesson 4** Short u	little, with, have, are	Short u (In the Mud) Decodable	Short u (In the Mud) Decodable Companion	Short /u/ pgs 35-41 + Just Right Reader Set 9	Short Vowel /u/ Lexia Fl pg 10	Letter Cube Blending	Short Vowels: u The Letter U

1st Grade Quarter 1 - Foundations

5th Grade Language Arts

Reading Prose and Poetry Benchmark Anchor Charts	% of F.A.S.T. Test
	25-35%

5th Grade Language Arts

Literary Elements ELA.5.R.1.1	Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.

Clarifications to Note
(This information is found in your standards book)
- No Clarification in 4th or 5th grade
- 3rd Grade: When explaining character development, students will include character traits, feelings, motivations, and responses to situations.

I can statements
(This statement was created from the standard).
- I can analyze how setting, events, conflict, and characterization contribute to the plan in _____.

Test Item Specifications to Note
(This is from the item specifications).
- Items may ask the student to use explicit or implicit details from the text to analyze how setting, events, conflict, and/or characterization contributes to the plot in a literary text.
- Items may require the student to use explicit and implicit details from the text to describe character traits, feelings, motivations, and/or responses to situations.

ELA expectations:
- ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning
- ELA.K12.EE.3.1: Make inferences to support comprehension

Question Stems
- The main character feels _____ (explicitly stated) in the passage.
- How do the events affect the outcome?
- How does the setting of _____ add to the plot of the passage?
- Part A: Based on the information in the passage, how does the reader know that the main character is _____?
- Part B: Select details from the text to support your answer.

F.A.S.T. Question Types
Multiple Choice, Multi-select, ESBR, Selectable Text, External Copy Interaction, Table Match

What prerequisite skills and vocabulary will students need?
(This is information comes from the vertical alignment standards document)
- ELA.4.R.1.1: Explain **how setting, events, conflict, and character development contribute to the plot** in a literary text.
- ELA.3.R.1.1: **Explain how one or more characters develop throughout the plot** in a literary text.
- ELA.2.R.1.1: Identify **plot structure** and describe main story elements in a **literary text**.

Vocabulary:
- setting– the time place, and circumstances in which something occurs or develops, the time and place of the action of a literary dramatic, or cinematic work, the scenery used in a theatrical or film production. (Synonyms: background, environment)
- Plot– the plan or main story (as of dramatic or literary work) (Synonyms: scheme, plan, framework, story structure)
- Events, conflict,

What would mastery look like for this benchmark?
(This information comes from the Level 3 ALD's)
- Grade Level: Student explains how explicitly stated details about setting, events, conflict, and/or characterization contribute to the plot in a grade-level low-to-mid-complexity literary text.
- Mastery: Student analyzes how setting, events, conflict, and characterization contribute to the plot in a grade-level mid-to-high complexity literary text.

ELA Lesson Plan Template
Preparation for Intentional Instruction

Standards	What literacy benchmarks does this lesson address? ELA.5.R.2.1: Explain how text structures and/or features contribute to the overall meaning of texts. ELA.5.R.2.2: Explain how relevant details support the central Idea(s), implied or explicit. ELA.5.R.1.1: Explain how events and character development contribute to the plot. ELA.5.R.3.2b: summarize a text to enhance comprehension: Include the central idea and relevant details for an information text.
Materials: Savvas Text-Delivering Justice pg. T21B, sticky notes	What content benchmark does this lesson address? (Science/Social Studies) Social Studies SS.5.A.1.1 -Use primary and secondary sources to understand history.
Prep	In order to prepare for this week of lesson plans please do the following: • Pre-read the Savvas story and all articles for the week. • Print a copy of the CommonLit lesson on Thurgood Marshall and the article on Ruby Bridges, one for each student. • Decide on a way to display the text structure anchor chart. (print, slides, digital display, etc) • Print the Ruby Bridges assessment
Essential Question	(Question prompt that can be used as the exit ticket/CFU): What are some things people can do when their freedom is limited?
HLPs (Specifics from the lesson are in italics)	HLP15 Provide Scaffold Supports: using powerful visual, verbal, and written supports to assist students with task completion (providing anchor charts, guided notes) HLP16 Use explicit instruction: providing explanations or models and guiding students through application (think aloud during I DO, modelling graphic organizer) HLP18 Promote active student engagement: using various teacher-led, peer-assisted, student-regulated, & technology-supported strategies. (peer collaborative activities) How will you have students engage in active reading?
Accom	Offering ample wait time, realia, and multisensory modalities such as visuals and sound. (individualized accommodations per each student's 504, ELL, and/or IEP plan) What accommodations will you provide to students? -Which students and what specifically do they need? NOTES:
Learning Target	Day 1- Vocab, Read poem, stanza deep dive with illustrations Today, we will....explain how text structures and/or features contribute to the overall meaning of texts. (Text features chart/Text Structures Chart)
Success Criteria	I know I have it when…can cite evidence from Delivering Justice about how WW Law shows respect for others.

Clay County Literacy Instructional Supports & Resources
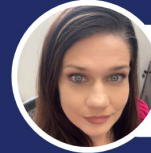
5th Grade

6-12 ELA Support

42 Schools

214 Teachers

20,101 Students

Secondary ELA Support Team

REBECCA BILLIOT
6-12 Secondary ELA Specialist
rebecca.billiot@myoneclay.net

PAGE SOHL
9-12 ELA Coach
page.sohl@myoneclay.net

TANISHA SIMMONS
6-8 ELA Coach
tanisha.simmons@myoneclay.net

6-12 ELA Priorities

Secondary ELA Priorities

1 Intentionally Plan Benchmark-Aligned Tasks
Leverage learning teams to collaborate around benchmark resources and intentionally design benchmark-aligned tasks. Incorporate reading, writing, speaking and listening tasks into daily instruction.

2 Intentionally Use Data to Close Achievement Gaps
Close student literacy gaps by routinely reflecting on formative and summative data to provide intentional whole group and small group instruction.

3 Intentionally Engage Students in Evidence-Based Literacy Practices
Frequently use strategies such as metacognition, explicit instruction and discussion to engage students in literature.

2024–2025

Every student deserves a great teacher, not by chance, but by design.

Teaching Literacy in the Visible Learning Classroom
Fisher, Frey & Hattie

Professional learning for 6-12 ELA teachers will center around these three priorities.

6-10 ELA F.A.S.T. Data Comparison by Benchmarks

Reporting Category	Benchmarks Assessed		District Trends for 22-23 PM 3					District Trends for 23-24 PM 3				
			6th	7th	8th	9th	10th	6th	7th	8th	9th	10th
Reading Prose and Poetry 25%-35%	Literary Elements	ELA.R.1.1	Above	At/Near	Below	At/Near	Above	Above	Above	At/Near	Above	Above
	Theme	ELA.R.1.2	Above	Above	Above	Above	Above	Above	Above	Above	Above	Above
	Perspective/ Point of View	ELA.R.1.3	Above	At/Near	Above	Above	Below	Above	Above	Above	Above	Above
	Poetry	ELA.R.1.4	Above	Above	Above	Above	At/Near	Above	At/Near	At/Near	Above	Above
Reading Inform Text 25%-35%	Structure	ELA.R.2.1	Above	Below	Below	Above	Above	Above	Above	Above	Above	Above
	Central Idea	ELA.R.2.2	Above	Above	Above	Above	Above	Above	Above	Above	Above	Above
	Purpose and Perspective	ELA.R.2.3	Above	Below	Below	Above	Above	Above	Above	Above	Above	Above
	Argument	ELA.R.2.4	Above	Above	Below	Above	Above	Above	Above	Above	Above	Above
Reading Across Genres & Vocabulary 35%-50%	Int. Figurative Language	ELA.R.3.1	Above	At/Near	Below	At/Near	Above	Above	Below	Below	Above	Above
	Comparative Reading	ELA.R.3.3	Above	Above	Above	Above	Above	Above	Above	At/Near	Above	Above
	Understanding Rhetoric	ELA.R.3.4	Above	Above	Below	Above	Above	Above	Above	Above	Above	Above
	Morphology	ELA.V.1.2	Below	Below	Below	At/Near	Above	At/Near	At/Near	At/Near	At/Near	Above
	Context and Connotation	ELA.V.1.3	Above	Below	Above	Above	Above	Above	Below	Above	Above	Above

The F.A.S.T. assessment measures how well our students are performing on grade-level benchmarks.

- We have 13 assessed benchmarks.
- In 22-23, we had 20 benchmarks across 6-10 that were at/near or below the grade level standard.
- In 23-24, we reduced that number to 11.
- Our vocabulary benchmarks and figurative language benchmarks are closely related, and these benchmarks remain an instructional priority for the 24-25 school year.

6-12 ELA Explicit Vocabulary Instructional Routine

Students receiving explicit, engaging vocabulary instruction experience growth in vocabulary.

Explicit Vocabulary
INSTRUCTIONAL ROUTINE

1 — **Step 1: Introduce the word.**
The first step in the routine involves telling the students the pronunciation of the word or guiding them in decoding the word. If the word is difficult to pronounce, model the pronunciation and have students repeat it a number of times.

2 — **Step 2: Introduce the meaning of the word.**
Introduce the meaning of the word by using one of the following options:
- Option 1: Provide a student-friendly definition.
- Option 2: Guide students in analyzing the meaningful parts of the word.
- Option 3: Have students determine critical attributes embedded in a glossary definition.
- Option 4: Assist English-language learners in recognizing cognates and transferring meaning from their first language to their emerging second language.

3 — **Step 3: Illustrate with examples.**
The third step is to illustrate the concept with a number of concrete, visual, or verbal examples, being careful to include all critical attributes in the examples.
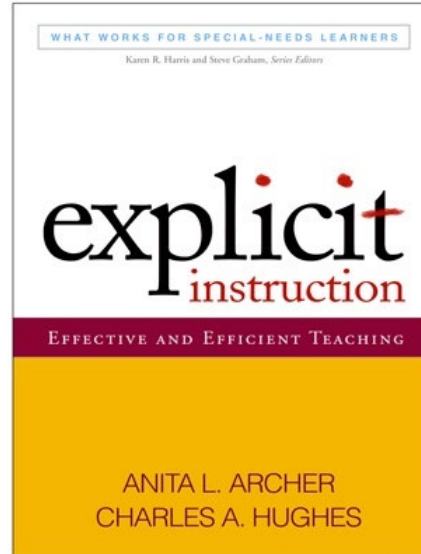
4 — **Step 4: Check students' understanding.**
Check students' understanding of the concept by actively involving them in interacting with the word. Include one of these options:
- Option 1: Have students distinguish between examples and non-examples, and explain why the exemplar is either an example or a non-example.
- Option 2: Ask students to generate their own examples.
- Option 3: Ask students questions that require processing of the word's meaning beyond simply mimicking the definition.

ADAPTED FROM EXPLICIT INSTRUCTION BY ANITA ARCHER

WHAT WORKS FOR SPECIAL-NEEDS LEARNERS
Karen R. Harris and Steve Graham, *Series Editors*

explicit instruction

EFFECTIVE AND EFFICIENT TEACHING

ANITA L. ARCHER
CHARLES A. HUGHES

Explicit vocabulary training was offered to 6-12 ELA teachers in July. Two more professional learning sessions will be offered this semester.

How are our students assessed?

10th

14. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Select **two** universal themes that are developed throughout the poem.

Ⓐ Boasting can make one look foolish.

Ⓑ Honesty builds valuable friendships.

Ⓒ Individuals can exceed expectations.

Ⓓ Communication can help resolve disagreements.

Ⓔ Initial impressions of others are usually trustworthy.

Part B

How does the author develop the themes in Part A?

Ⓐ by describing how the environment changes for the Acorn and the Pebble

Ⓑ by allowing the Acorn and the Pebble to present valid arguments for their opinions

Ⓒ by contrasting the environment of the Acorn's birthplace with the Pebble's birthplace

Ⓓ by comparing the Acorn's reaction to the Pebble and the Pebble's reaction to the Acorn's growth

F.A.S.T. Sample Items

8th

The Hero character archetype is a soldier, winner, or rescuer who rises to a challenge.

Fill in the bubbles to show how Bunyan represents the Hero archetype in each passage.

	Passage 1	Passage 2	Both Passages
He explores unnamed logging territory.	Ⓐ	Ⓑ	Ⓒ
He helps a logging team work toward a goal.	Ⓓ	Ⓔ	Ⓕ
He is asked to solve a difficult logging problem.	Ⓖ	Ⓗ	Ⓘ

7th

2. Fill in the bubble to select the word from paragraph 12 which comes from a Latin word meaning "an object used to spur or cause a reaction."

12   Measuring sleep in insects is tricky. Scientists have generally Ⓐ <u>focused</u> on a group of behavioral signs of sleep, such as stillness, drooping, and muscle Ⓑ <u>relaxation</u>. Sleeping bugs also require intense Ⓒ <u>stimulus</u> to jar them into responding. Experiments show that some insects experience sleep Ⓓ <u>rebound</u>, which means that if deprived of sleep, they will Ⓔ <u>subsequently</u> need more of it.

9th

5. How does using an omniscient narrator develop irony in the passage?

- ● by foreshadowing William's participation in the conversation
- Ⓑ by revealing how William and Hester have changed over time
- Ⓒ by showing what other people think about William and Hester
- Ⓓ by implying that William's memories of the circus are incomplete

6th

12. How does Passage 2 approach women's right to vote differently than Passage 1?

- Ⓐ It questions the reasons behind women's suffrage.
- Ⓑ It examines the many ways women's suffrage stalled.
- Ⓒ It explains that women's suffrage was difficult to achieve.
- Ⓓ It suggests that women's suffrage was steadily making a difference.

FAST
FLORIDA ASSESSMENT OF STUDENT THINKING

F.A.S.T. Sample Items

6-12 ELA Curriculum Design

All ELA Curriculum Guides are aligned to support our state benchmarks.

- All 6-12 ELA Curriculum guides contain the same components and structure for each unit.
- Some of the features included are:
  - Benchmarks to be explicitly taught each quarter.
  - B.E.S.T. booklist texts with benchmark-aligned tasks (collaboration between coaches and teachers this past summer)
  - A writing focus for each quarter.
  - Whole group texts for each quarter.
  - Reteach and practice resources for each benchmark.
  - Vocabulary words are taught in context.

Quarter 1—Unit 5: Facing Adversity (Info Video Link)
43 Days

Essential Question: How do we overcome obstacles?   SAVVAS Writing Focus: Expository Writing

Timing is flexible depending on your class needs. A maximum amount of time has been suggested for each section based on the number of days this quarter to help with quarterly planning. This suggested time includes extra days possibly needed for assessments and school events.

Unit Component	Text(s)	Suggested Spotlight Benchmark(s)	Suggested Stacked Benchmark(s)	Additional Resources (i.e. time period)
B.E.S.T. Booklist Suggestions for Whole Group Explicit Benchmark Instruction *Table of Contents Quick Links* 8 days	Integrating B.E.S.T. Booklist texts into the curriculum are essential to meet the state's request for students to read ⅓ of the recommended grade level B.E.S.T. and Civic Literacy texts. Selections were chosen based on benchmark gaps in the SAVVAS curriculum and/or based on thematic alignment. Additional B.E.S.T. Booklist items are in the SAVVAS curriculum which can be identified by the B designation from the key. Unless there is a different procedure at your school, teachers can self-approve additional B.E.S.T. text from the grade level list to support specific benchmark needs.			
	Speech: *Give Me Liberty or Give Me Death* By Patrick Henry (available through CommonLit)	R.2.3 Purpose and Perspective R.2.4 Argument R.3.2 Paraphrase & Summarize R.3.4 Understanding Rhetoric	Make spotlight and stack choices based on your instruction focus. Consider what students need to learn in the first quarter for mastery at the end of the year.	Colonial and Early National ➤ Text Resource Folder *Sample task w/F.A.S.T. aligned exit ticket in progress
	Poem: *Do Not Go Gentle into that Good Night* (villanelle) By Dylan Thomas Also found as a Paired Text in the Peer Learning section of the SAVVAS curriculum	Tasks in the Text Resource Folder target the following benchmarks:	Make spotlight and stack choices based on your instruction focus. Consider what students need to learn in the first quarter for mastery at the end of the year.	Contemporary ➤ Text Resource Folder *Sample task w/F.A.S.T. aligned exit ticket in progress
	Speech: *On Women's Right to Vote* By Susan B. Anthony (on the Realize platform in the B.E.S.T. Sample Text Library)	R.2.3 Purpose and Perspective R.2.4 Argument R.3.2 Paraphrase & Summarize R.3.4 Understanding Rhetoric	Make spotlight and stack choices based on your instruction focus. Consider what students need to learn in the first quarter for mastery at the end of the year.	Realism and Naturalism ➤ Text Resource Folder
Unit Introduction &	Mentor texts demonstrate the type of writing students are expected to perform in a unit. Mentor texts also serve as an introduction to the theme for each unit and provide support for the essential question for each unit.			
	Mentor Text: Informational Text *Against the Odds* pg. 518	R.2.1 Structure R.2.3 Purpose & Perspective C.1.4 Expository Writing V.1.1 Academic Vocabulary	EE.4.1 Collaborate & Listen R.3.1 Figurative Language R.3.2 Paraphrase & Summarize V.1.2 Morphology	Contemporary • Video: Exclusive: Bethany Hamilton pg. 514 • Unit Lesson Planner

6-10 ELA F.A.S.T. Proficiency

All grade-levels increased proficiency.

All grade-levels out-performed the state in proficiency.

6-10 ELA F.A.S.T. Proficiency

GRADE	23-24 PROFICIENCY INCREASE	% HIGHER THAN STATE PROFICIENCY
6TH	1%	11%
7TH	4%	7%
8TH	8%	8%
9TH	9%	9%
10TH	8%	9%

Tier 2 Literacy Supports

6+4+T1+T2+T3

T2
INTERVENTION

Explicit

Systematic

Small Group targeted instruction

Multiple opportunities to practice targeted skill(s)

Corrective feedback

Occurs in addition to Tier 1

Tier 3

Tier 2

Tier 1

Intensive Support

Strategic Support

Differentiated Core

K-5 RAISE School Focus

What is a Reading Achievement Initiative for Scholastic Excellence (RAISE) School?

- The FLDOE includes schools with students in grades 3-5, where 50% or more of students, <u>in any grade level</u>, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment
- K-2 is included if 50% or more of students, <u>in any grade level</u>, fall below the 40th percentile on the STAR Assessment

Kelsey Ivey,
Elementary ELA Specialist (RAISE)

FUNdations Implementation at Our RAISE Schools

To support some of our RAISE Elementary schools, FUNdations is our **Structured Literacy** approach to foundational skills, including:

- Phonemic Awareness
- Sound Mastery
- Handwriting
- Phonics
- Vocabulary
- High Frequency "Trick" Words
- Fluency
- Comprehension
- Spelling
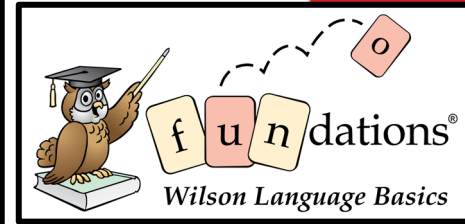
Structured Literacy Instruction
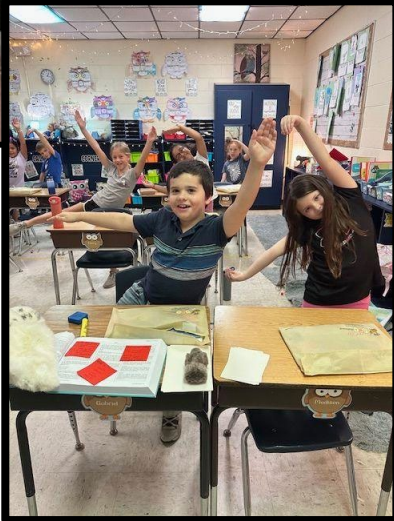
Multi-sensory instruction
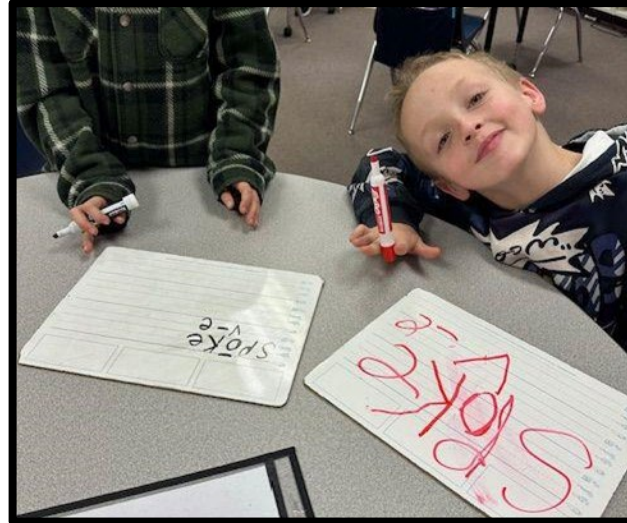
Marking our words to map them for long-term memory
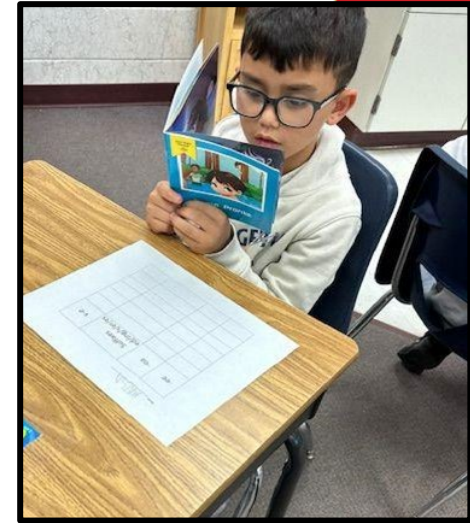
Putting it all together with decodables

The Wilson Tapping Technique
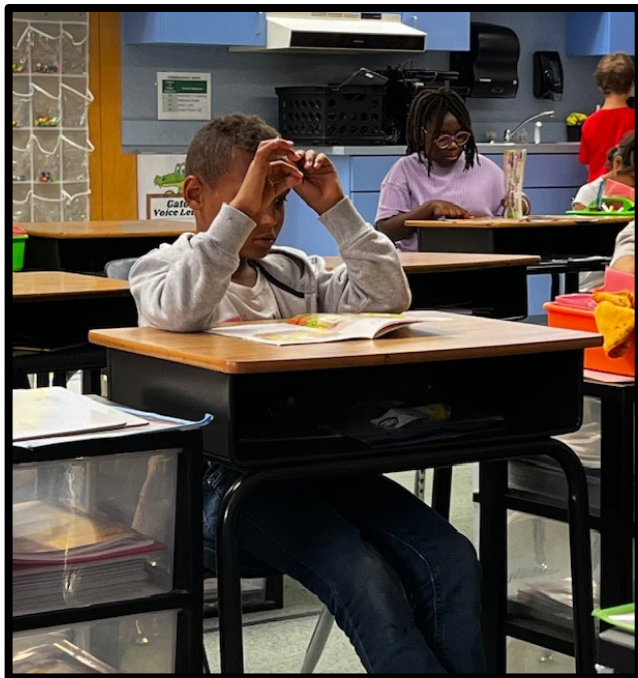
Tapping in 2nd grade during independent reading
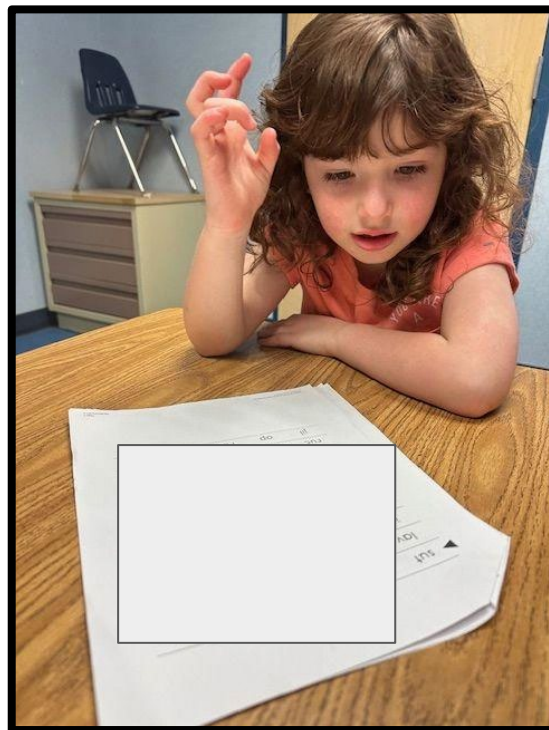
Tapping in K during mid-year Acadience testing
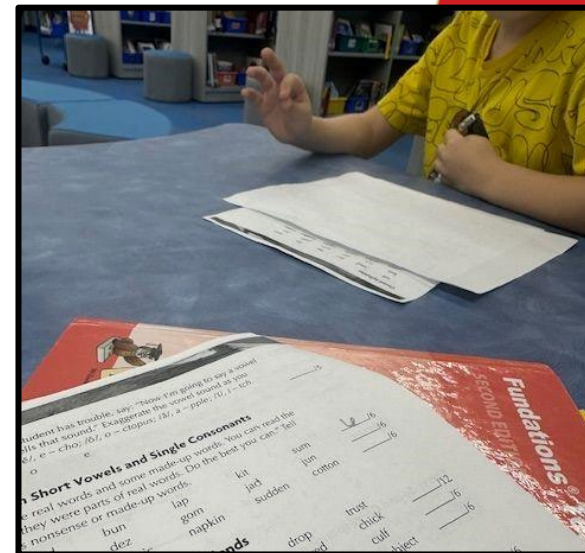
Tapping in 2nd during a LETRS screening

F.A.S.T Assessment Data Snapshots

Highest Kindergarten STAR Scores At/Above Benchmark (40th percentile):

1. Keystone Heights Elementary (88%)
2. McRae Elementary and Orange Park Elementary (86%)
3. Doctors Inlet Elementary (84%)
4. Coppergate Elementary (82%)

F.A.S.T Assessment Data Snapshots

Charles E. Bennett Elementary

	2022-2023 At/Above Benchmark	2023-2024 At/Above Benchmark	Change +/-
Kindergarten	53%	74%	+21%
1st Grade	47%	58%	+11%
2nd Grade	43%	58%	+15%

F.A.S.T Assessment Data Snapshots

Grove Park Elementary

	2022-2023 At/Above Benchmark	2023-2024 At/Above Benchmark	Change +/-
Kindergarten	49%	68%	+19%
1st Grade	39%	68%	+29%
2nd Grade	49%	55%	+6%

6-12 Intensive Reading

[Secondary Intensive Reading Implementation Guide](#)

Decoding A	Decoding B1	Decoding B2	Decoding C	Lexia PowerUp & Morphology Study	ChalkTalk 11th & 12th grades
Profiles 2 & 3 12 or less students	Profile 2 & 3 18 or less students	Profiles 2 & 3 18 or less students	Profile 1 18 or less students	Students who Do Not Place in Corrective Reading Decoding (18 or fewer students)	Students who do not yet have a concordance score for BEST FAST ELA need to meet that graduation requirement.
Decoding A is appropriate for students in grades 3 through high school who are extremely deficient in decoding skills. These students may recognize some words but do not have adequate strategies for accurately decoding words like frost and track.

-Complete the 65 Decoding A lessons and begin the 65 B1 lessons. | **Decoding B1** is appropriate for most problem readers in grades 3 through 12. They guess at words. They have trouble reading words such as what, that, a, and then when the words appear in a sentence context. They often read synonyms or printed words and are generally inconsistent in their reading behavior (reading a word correctly one time and missing it the next time).

-Complete the **65 Decoding B1** lessons and begin the 65 B2 lessons.

Decoding B2 is appropriate for students in grades 4 through 12 who have some decoding problems, do not read at an adequate rate, tend to confuse words with similar spellings, and tend to make word-guessing mistakes.

-Complete the 65 Decoding B2 lessons and begin the 125 C lessons. | **Decoding B2** is appropriate for students in grades 4 through 12 who have some decoding problems, do not read at an adequate rate, tend to confuse words with similar spellings, and tend to make word-guessing mistakes. | **Decoding C** is appropriate for students who have mastered many basic reading skills but who have trouble with multisyllabic words and typical textbook material.

-Complete the 125 Decoding C lessons and then begin Lexia PowerUp and Morphology Study. | **Spelling through Morphographs** improves spelling and vocabulary. _**Lexia® PowerUp**_ is designed to accelerate literacy gains for struggling and non-proficient readers in grades 6 and above. The program addresses literacy skills aligned to college and career readiness standards for grades 6–8 while teaching the specific K–5 standards that are critical to building a foundation for grade-level proficiency. | **ChalkTalk** begins with a placement test tied to the SAT, ACT, and PSAT, giving the program and our teachers the starting level. ChalkTalk then generates detailed lesson plans for the teacher mapped to the school schedule. These lessons are delivered through a 4-step gradual release model called the ChalkTalk Method: I do, we do, you do, and intervention. There is whole group instruction, small group practice and instruction, personalized practice, intervention, review, and an exit test. |
| _After a student completes Corrective Reading Decoding A,_ their estimated reading level would be **2.0**, and their estimated fluency would be **60** words per minute. | _After a student completes Corrective Reading Decoding B1,_ their estimated reading level would be **3.0**, and their estimated fluency would be **90** words per minute. | _After a student completes Corrective Reading Decoding B2,_ their estimated reading level would be **4.0**, and their estimated fluency would be **90** words per minute. | _After a student completes Corrective Reading Decoding C,_ their estimated reading level would be **5-7.0**, and their estimated fluency would be **150** words per minute. | _After a student completes Lexia PowerUp and receives standards-based lessons,_ their estimated reading level would be **8.0+**, and their estimated fluency would be **160+** words per minute. | _After a student completes the exit test, an impact study_ summarizes their proficiency gains and growth against their activity on ChalkTalk. The summative placement and exit test measure results report improvement in test scores and grade-level benchmarks. |

6-12 Intensive Reading

Professional Learning for our Secondary IR Teachers is steeped in the Science of Reading: How We Learn to Read

6-12 Intensive Reading

CCSD Intensive Reading Plan matches Scarborough's Rope

Closing Gaps for Students -Moving towards proficient literacy!

Celebrations in Literacy

CLAY COUNTY DISTRICT SCHOOLS

2023-2024 | Academic State Rankings

SOCIAL STUDIES Achievements

2ND IN SOCIAL STUDIES OVERALL | **1ST** IN SEVENTH GRADE CIVICS | **4TH** IN U.S. HISTORY

SCIENCE Achievements

5TH IN EIGHTH GRADE SCIENCE

6TH IN BIOLOGY

6TH OVERALL IN SCIENCE

MATH Achievements

4TH IN GEOMETRY

6TH IN ALGEBRA

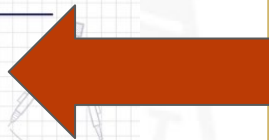**9TH** IN GRADES 3-8 OVERALL

10TH OVERALL IN MATH

ELA Achievements

8TH IN GRADES 3-8 OVERALL

*According to the 2023-24 State Assessments

Clay's ELA is....

8th in grades 3-10

6th in grades 6-8

5th in grades 9-10

LEADING WITH INTENTION

ONE TEAM · ONE GOAL · ONE CLAY